



The Ut Prosim Imperative

Advancing Diversity

January 9, 2018

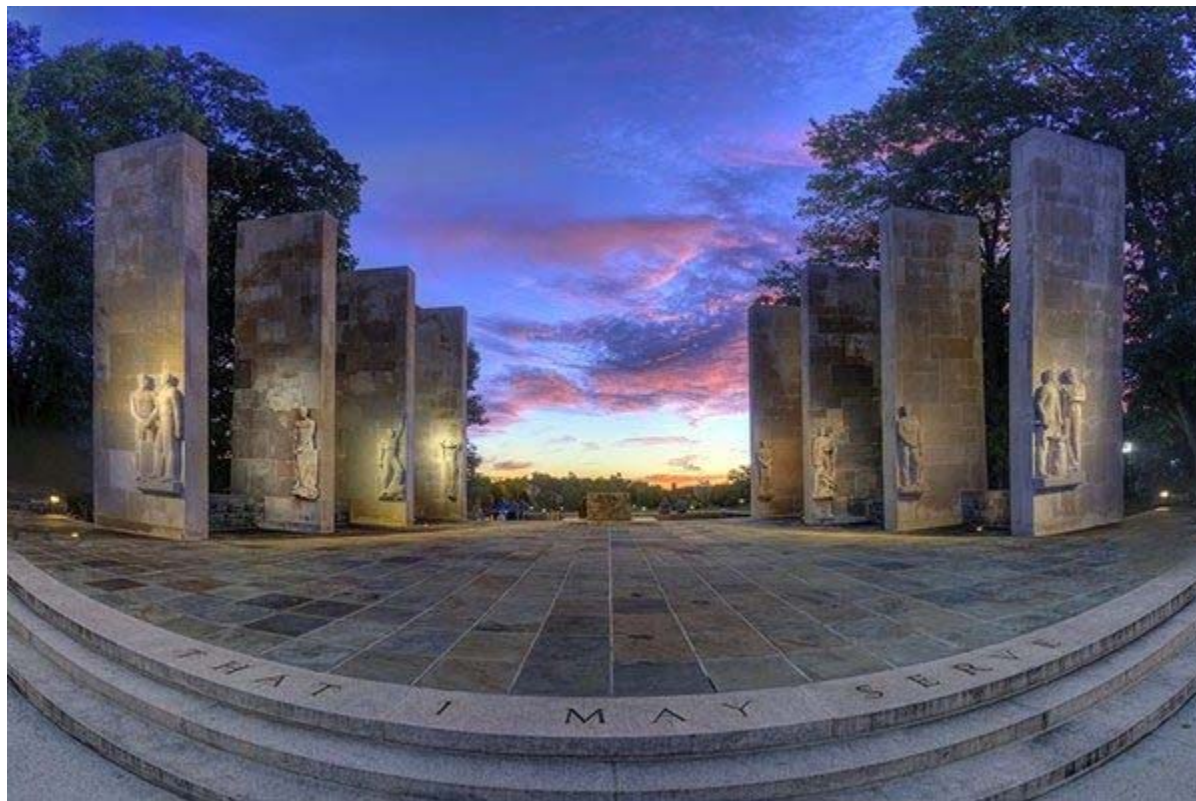
*Menah Pratt-Clarke, Vice President for Strategic
Affairs and Vice Provost for Inclusion and Diversity*

Twitter: [mpc0407](#)

Context and Reflections

- *My Winter Break - Ut Prosim Imperative*
 - *Advancing the Human Condition*
 - *Council on History of VT*
 - *Outliers*
 - *From Cotton Picking to College Professor*
 - *Lunch Pails, Paper Bags, and “Claim Your Role”*
 - *Beyond Boundaries*
 - *Virginia*
 - *It’s Time to REAP*
 - *Eat Your Peas*
 - *Atlas Mountains*

Reflection 1: Advancing the Human Condition Symposium at Virginia Tech



Advancing the Human Condition Symposium

- To identify **emerging questions** around issues related to the human condition
- To further the role of **research and scholarship** across disciplines in advancing equity and eliminating social disparities.
- To **convene academics, scholar activists, and scholar practitioners** doing cross-disciplinary, innovative work around these issues.
- Keynote: "The University and Our Human Future: Advancing Equity and the Human Condition."

Taylor Wessing Photography Portrait Top Prize - 2017

Portraits of Humanity



- A teenager rescued from the sea off the coast of Libya. The face of Amadou demands attention to one of the most profound challenges facing the human condition in the 21st century: the mass displacement of people. César Dezfuli's portrait of Amadou Sumaila



It is part of a series entitled Women in War: Life After Isis by Abbie Travler-Smith. It draws us closer to her lived experience. And yet, she remains separate from us—behind the window of the bus that brought her to the Hasan Sham camp in northern Iraq. We can only infer—her lived reality remains unknowable to us.



Portrait of Erica, from Maija Tammi's series, One of Them Is a Human, what does it mean to be alive?

Erica is an android who causes us to ask how innovations in robotics, artificial intelligence, and autonomous systems are altering the meaning of the human. Sophia is another robot who has citizenship in Saudi Arabia.

Emerging Questions About the Human Condition

- How do we **engage students** in developing a sensitivity about the complexity of the human condition and the role they might play?
- How do the **stories we tell** help us change the way we think about change?
- How do we discuss the **value and importance of silence and empathetic listening**?
- How do we **regain, maintain, and sustain hope** where it is needed most?
- What is important about life? What is the **value of life**?
- How can we be **brave and courageous** in asking questions **that may not have immediate answers**?
- What **theories, methodologies, and applied research** can **help us with difficult questions**?

Reflection #2: Council on Virginia Tech's
History

Virginia Tech,
Land-Grant University,
1872–1997

History of a School,
a State, a Nation

Peter Wallenstein
Associate Professor of History
Virginia Polytechnic Institute and State University

Council on Virginia Tech's History

- Chair: Prof. Bob Leonard, Theater Department*
- This council will be thinking about how to honor and represent the institution as it prepares for its 150th anniversary in 2022.*
- First assignment: Virginia Tech's History from 1872 to 1997, Prof. Peter Wallenstein*
- Many wonderful stories about the history of VT, and the politics and development of the institution.*

History of VT: Chapter 5: 1891-1907 President McBryde

“Other parents hoped that the school would manufacture good students even if out of unpromising materials. One man wrote McBryde, “No doubt you get a lot of letters from fathers telling you all about the fine qualities of their sons. Well I love my son very dearly but so far as books are concerned I have not discovered any fine qualities yet. Will you take him in your school and see if your professor can find any?”

1890s Virginia Tech - Chapter 5

Other parents saw the schools' military dimension suitable for instilling discipline. Thus McBryde was directed, “Your school is supposed to build character so I am sending you my son. I do not want him to smoke, chew, cuss, loaf, or run around. He does all of these things now.”

Changes at VT in 1896

- *In 1896, Tech acquired a motto, “Ut Prosim, That I May Serve.”*
- *New School Colors:*
 - *Chicago Maroon and Orange...away from Black and Gray -*
 - *“former colors that made athletes look like convicts”*

Chapter 6 - Race, Region, State Funds, and Educational Opportunity

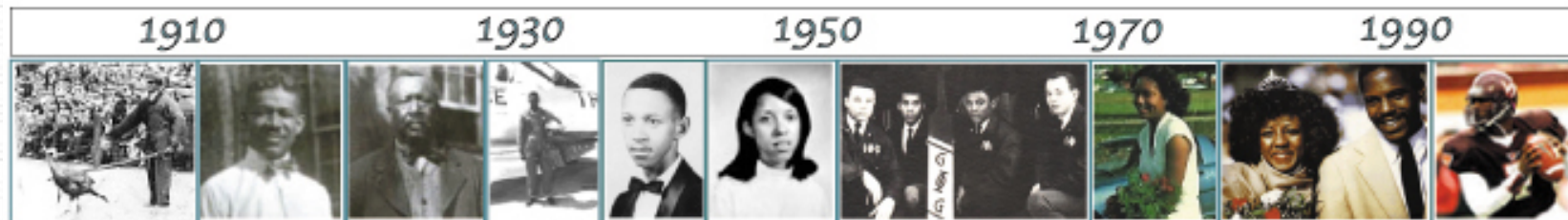
- Racial Disparity in public funding of education in 1900*
- Per capita spending on White children was roughly double that for black children.*
- The average salary for Black teachers in 1915 was 8x less than the salary for White teachers.*

Chapter 6 - Race, Region, State Funds, and Educational Opportunity

“This discriminatory treatment had implications for all three groups in terms of their access to higher education and chances for success in college. Black students, ... like White students from western Virginia, generally brought with them ... far less schooling ... than did the students from eastern VA who went to UVA or William and Mary.”

Integration at Virginia Tech -

<http://spec.lib.vt.edu/archives/diversity/timeline/>



Timeline of Black History at Virginia Tech

Blacks at Virginia Tech Proportioning the Ranks Tony Atwater, Virginia Tech, Vol. 1, No. 2 (3-5), 1979

- *Overton R. Johnson, assistant dean of the College of Agriculture and Life Sciences, on the Virginia Plan: "it's very unfortunate that the commonwealth put itself in a position where the federal government had to tell it what it should have been doing all the time."*
- *Johnson: Virginia Tech and all other state universities have a moral responsibility to be responsive to the educational needs of blacks.*
- *Johnson on predominantly white institutions in implementing the Virginia plan: "Some are going to do a good job, some are going to do a fair job, and some are going to do a darn poor job."*

Enrollment of Blacks Improving Goals in Doubt at Tech, Radford

Roanoke Times and World News
June 2, 1983

- *State-supported colleges and universities probably will meet overall enrollment goals set for the first year of Virginia's college desegregation plan this fall, a state education official said Wednesday.*
- *Dr. Gordon K. Davies, director of the state Council of Higher Education, told council members that 11 of the 15 four-year public institutions have said they expect to meet or exceed enrollment goals outlined in the plan.*
- **Although four institutions, including Virginia Tech and Radford University, reported they did not expect to meet their enrollment objectives, the fact that several colleges probably will exceed their goals could mean that the state's overall enrollment goals will be met, Davies said.**
- **Tech's goal under the plan is to enroll 260 first-time blacks this fall. This year Tech enrolled 183.**

School Officials Try to Explain Why Few Negroes Attending College, December, 1987, Collegiate Times Lauree Stroud

- *Minority students are being denied equal access to higher education in the state of Virginia*
- *Glen Valentine, Virginia Tech's assistant director of admissions, said Tech does not have a quota for the number of negroes admitted, but it does have a goal established by the General Office of Civil Rights and the State Council of Higher Education of Virginia. This goal is part of the Virginia plan to encourage integration of traditionally white and traditionally black institutions.*
- **"SCHEV assigned Tech the goal to admit 490 black students, about 10 percent of the freshman class of less than 5,000," Valentine said. "Last year, of the 15,000 applicants, 1,000 black students applied for admission. Of the 9,000 students whom Tech offered admission, we offered admission to 650 blacks. Of the 4,200 students who accepted admission, only 221 were black.**
- **This year's freshman class is about 5 percent black," he said.**

Black Student Enrollment - Total and Freshmen, 1976-2017

1976		60
1977	Calvin/Glenn Hired	165
1986	745	186
1987	780	284
1988	759	262
1989	843	325
1990	964	359
1991	1092	392
1992	1135	349
1993	1161	307
1994	1124	265
1995	1068	274
1996	1064	277
2017	1079	260

Doing the Work of Diversity, 1977-1984

- “At Tech, since 1977, we have been steadily increasing the number of black students **without sacrificing our standards or making impossible promises to students.** The enrollment of black students has increased by **400 percent since 1978.**” - Calvin Jamison
- Glenn Valentine, assistant director of admissions, noted that Tech admissions officers visited 70 high schools last year and that they hoped to be even more active this year.

1980s Virginia Tech



100 years earlier....1872

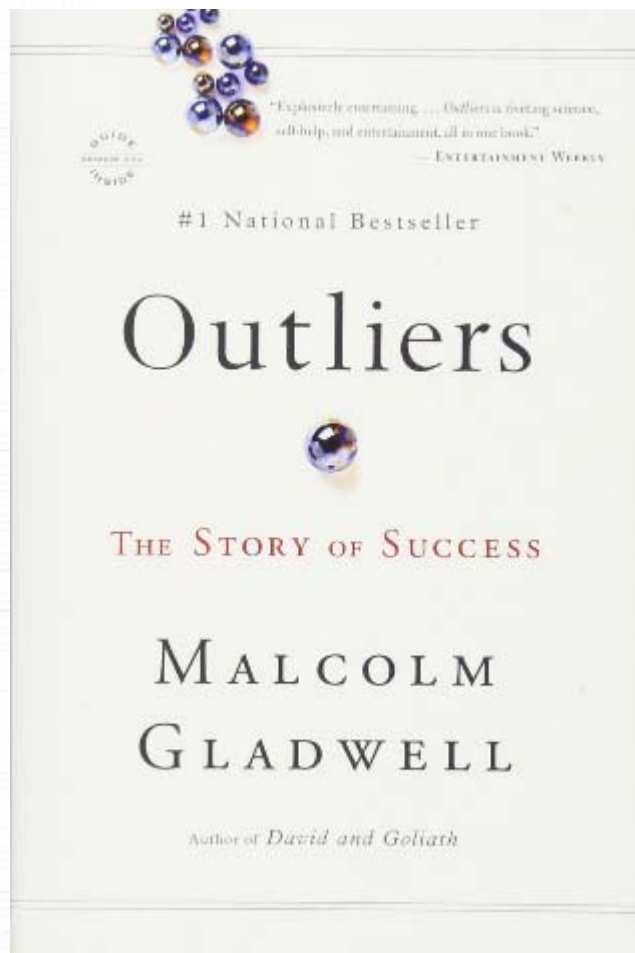


William Addison Caldwell

- Born on Jan. 10, 1856, Add Caldwell grew up on a farm in the Sinking Creek community of Craig County (near Roanoke) the second of nine children.
- When he was 16, he and his older brother, 18-year-old Milton M. "Mic" Caldwell, left their home and walked 26 miles to Blacksburg,
- Both teenagers, then, had state scholarships, although from different appointments, to apply to the \$30 tuition and \$10 fees.



Reflection #3: Outliers



"Outliers are those who
have been given
opportunities- and who
have had the strength
and presence of mind
to seize them."

from *Outliers* by
Malcolm Gladwell

The Matthew Effect

- *“Those who are successful are most likely to be given the kinds of special opportunities to lead to further success.” (p. 30)*
- *Top soccer players are born in first quarter of year - cut off date for the international junior soccer is January 1.*
 - *Top soccer players in Czech are not born in July, October, November or December. “Those born in the last half of the year have all been discouraged, or overlooked, or pushed out of the sport. **The talent of essentially half of the Czech athletic population has been squandered.**” p. 31.*

Implications of the Matthew Effect

- “We miss opportunities to lift others onto the top rung”
- “We make rules that frustrate achievement”
- “We prematurely write off people as failures”
- **“We overlook just how large a role we all play - and by “we” I mean society - in determining who makes it and who doesn’t”**

(p. 32-33).

10,000 Hour Rule

- *Bill Gates*
 - *Microsoft co-founder*
 - *Father - Lawyer; Mother - daughter of well-to-do banker*
 - *Attended Lakeside Private School for the elite*
 - *Mother's Club in 1968 funded computer program as 8th grader in 1968*
 - *Partnership with University of Washington computer program*
 - *"I had a better exposure to software development at a young age than I think anyone did in that period of time, and all because of a lucky series of events." (p.55)*
 - **Our world allowed one 13 year old unlimited access to a time-sharing terminal in 1968. If a million teenagers had been given the same opportunity, how many more Microsofts would we have today?**

Outliers - Case Studies

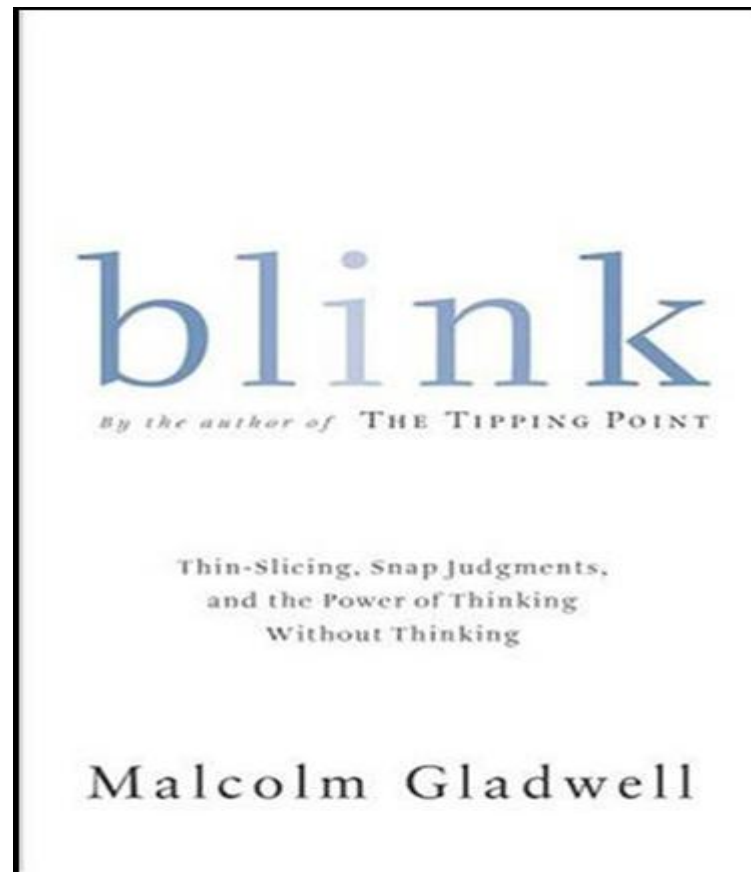
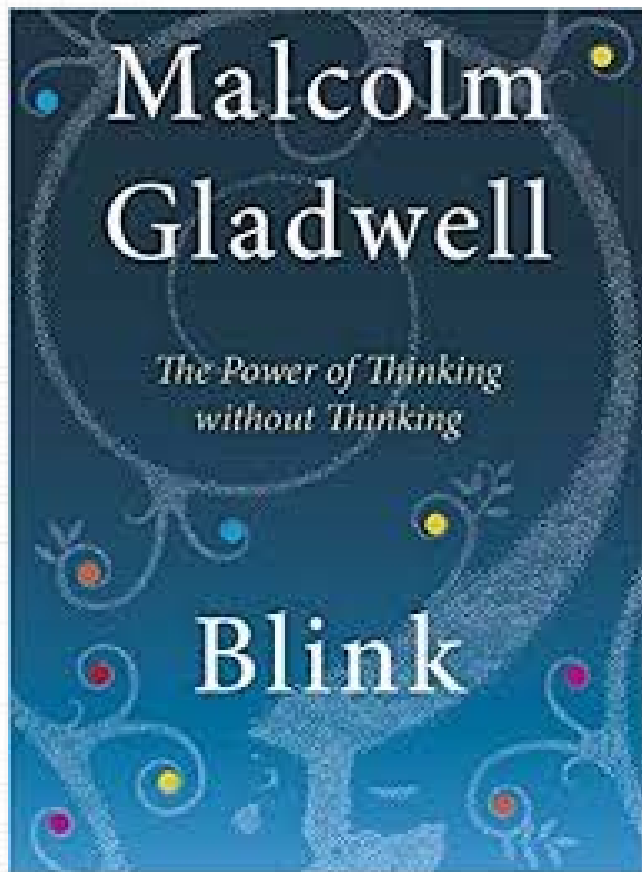
- *KIPP Academy School System*
- *Harlan, Kentucky and Culture of Honor*
- *Ethnic Theory of Plane Crashes*
- *Rice Paddies and Math Tests*
- *The Beatles*

Outlier Summary -



- *“Outliers are those who have been given opportunities - and who have had the strength and presence of mind to seize them.”*
- **“To be a better world, we need to replace the patchworks of lucky breaks and arbitrary advantages that today determine success - the fortunate birth dates and the happy accidents of history - with a society that provides opportunities for all.” (p. 268)**

Blink: Power of Thinking without Thinking



BLINK: The Power of Thinking Without Thinking

- *Blink is a book about how we think without thinking, about choices that seem to be made in an instant-in the blink of an eye-that actually aren't as simple as they seem.*
- *Benefits and consequences to our decision-making:*
 - *Positive and negative effects*
 - *Unconscious bias*
- **“I think the task of figuring out how to combine the best of conscious deliberation and instinctive judgment is one of the greatest challenges of our time. (p. 269-270)**

“Alone among men: My relationship with the Munich Philharmonic” (An Outlier)



- Abbie Conant didn't anticipate that taking a job with the Munich Philharmonic would also mean entering a 13-year legal battle for human rights.
- <http://www.timescolonist.com/entertainment/music/female-trombonist-fought-battle-against-orchestra-sexism-1.628198>

Abbie's story

- *Blind Auditions because son of a orchestra member was an applicant*
- *33 candidates*
- *Abbie assumed to be a man because trombone is a “masculine instrument” vs violin and oboe as “feminine.”*
- *Though hired as the principal, demoted to second trombone*
- *8 years later, after law suit, lung testing, blood samples, reinstated as first trombone.*
- *5 years later, paid the same as men.*

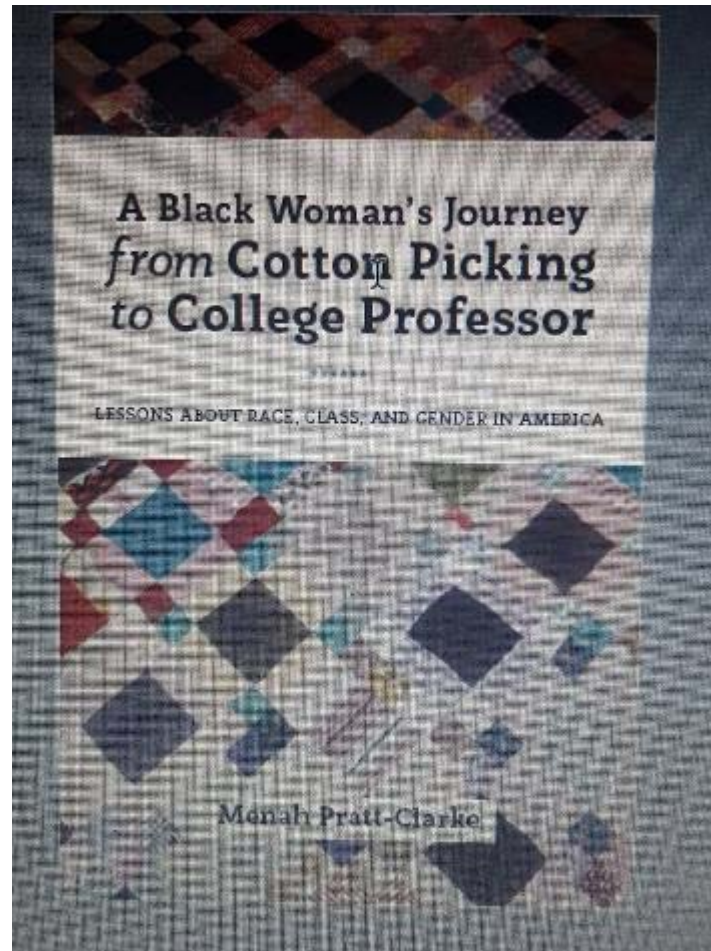
Outlier to Outsider

- *“Finally he said, ‘You know the problem, Abbie. We need a man for solo trombone.’*
- **“It was just so unjust, that there was nothing else I could do. It was just a matter of persevering,” she said.**
- *But while she expressed discomfort at the term “trailblazer,” she said*
progress is sometimes just a matter of responding to daily injustices.
- <http://www.timescolonist.com/entertainment/music/female-trombonist-fought-battle-against-orchestra-sexism-1.628198>
- *A legal battle that, over the course of 13 years, ended with official recognition of discrimination. The process involved several appeals, physical tests to prove her strength was equal to that of her male counterparts, as well as informal battles*
- *“I just said, ‘I just have to tell you this, I just won! After 13 years! I get equal pay!’ ” she said.*

Outlier to Outsider to Equity - Advancing the Human Condition

- *Before blind auditions: women were less than 5% of orchestras in US.*
- *25 years later: close to 50%.*
- *“Classical music world had a problem - maestros - powerful, brilliant, single-minded, highly entrenched men who run their organizations like their own private fiefdoms”*
- **“once we know about how the mind works - and about the strengths and weaknesses of human judgment - it is our responsibility to act.” p. 276**

Reflection #4: *A Black Woman's Journey
(available on Amazon and Peter Lang)*



Success Pyramid



Mildred Sirls - Outlier - Outsider

- *In the 1940s, only 12 percent of blacks age 25-29 had completed high school; less than 2 percent could claim a college degree (U.S. Department of Education, 1997, p. 17).*
- *In the 1950s, only 2.4 percent of Black women had completed four or more years of college (Snyder, 1993).*
- *In 1979, less than 1% of Full Professors were Black women*

Where are the Mildred Sirls Pratt's today?

- *A Black Woman's Journey from Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America* traces the journey and transformation of Mildred Sirls, a young Black girl in rural east Texas in the 1930s who picked cotton to help her family of eight survive, to Dr. Mildred Pratt, Professor Emerita of Social Work
- 1951 BA, Jarvis Christian College, Hawkins, TX. Religion and Sociology.
- 1952 MA, Butler University, School of Religion, Indianapolis, IN. Psychology and Philosophy of Religion.
- 1955 MS, Indiana University, Department of Social Service, Bloomington, IN. Social Work.
- 1969 PhD, University of Pittsburgh, Graduate School of Social Work, Pittsburgh, PA. Community Work and Public Health.
- 1969-1993 Illinois State University, Department of Sociology, Anthropology and Social Work, Normal, IL (Professor).

Biology, Ecology, and Success:

- *“The tallest oak in the forest is the tallest not because it grew from the **hardest acorn**; it is the tallest also because no other trees blocked its **sunlight**, the **soil** around it was deep and rich, no **rabbit** chewed through its bark as a sapling; and no **lumberjack** cut it down before it matured.”*
(*Outliers*, p. 19)
- *“We all know that successful people come from **hardy seeds**. But do we know enough about the **sunlight** that warmed them, **the soil** in which they put down the roots, and **the rabbits and lumberjacks** they were lucky enough to avoid? This is not a book about tall trees. It is a book about forests”* (p. 20)

Reflection #5 - The Lunch Pail, the Paper Bag, and Claim Your Role



Virginia Tech and the Morrill Act

- *How do we actualize the vision of Justin Morrill, when he was elected to Congress in 1854, which he championed for the 43 years he served:*
 - *Morrill Land Grant Act of 1862 - “designed to promote a practical education for the common people of America - particularly the farmers and the mechanics.” Chapter 1, p. 10.*
 - *The common people, the outliers in education*

William Addison Caldwell's Legacy

- “As Virginia Tech announces a new brand platform, Caldwell's journey connects with those who followed him.”
- <https://vtnews.vt.edu/articles/2017/09/vtmag-addison-caldwell.html>



Branding Virginia Tech - Who follows Add?

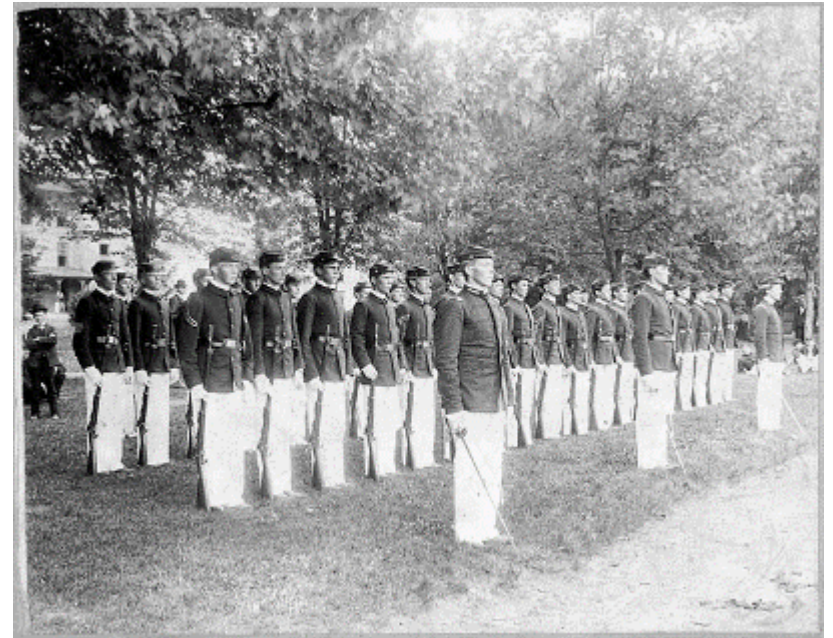
- “VT reimagines the roles of education and technology in every aspect of life to serve as a force for positive change in a world without boundaries”
- *How do we serve as a force for **positive change** through research and culture?*
- *How do we **reimagine the roles** of education and technology?*
- *How does our college **create a culture** that thrives in a world without boundaries?*
- *How do we facilitate learning in a world without boundaries?*
- **Claim your role**

Claim Your Role

- **What role** *do they get to play?*
- **Who gets to claim a role** *and why and how?*
 - *Which students?*
 - *Which faculty?*
 - *Which staff*
- **What role** *do they get to play at VT?*
- **What role** *do they get to play in the world?*
- *Does it matter who gets to play what role?*
- *What, if any, is the* **obligation and expectation** *from getting to play the role?*

Virginia Tech as an Outlier

- *Historically*
 - *Darkhorse candidate for land grant distinction - behind UVA and VMI*
- *Geographically*
 - *Distinctive separation from capital and from commerce*
- *Organizationally*
 - *Military Corps of Cadets*



Corps of Cadets

- “Everyone is looking for great leaders. Our mission in the Virginia Tech Corps of Cadets is to help nurture and create them.
- “A significant part of the university since its establishment in 1872, we have evolved into a **world-class leader development program**, which still understands that at the root of great leaders is great character.”
- “This is a four-year commitment to strive 24 hours per day, seven days a week to immerse oneself in a residential community focusing on the **development of practical, ethical, and leadership skills.**”
- Our cadets wear uniforms - not just because of tradition - but **because they are making a statement that they have committed to a course of study, a set of high standards, and a way of life to which not all choose to aspire.**”

Corps of Cadets as Outliers

- *What is that way of life?*
- *The purpose of each cadet is to:*
 - *Make our communities better;*
 - *Make our country stronger; and*
 - *Make the world a better place to live and grow.*
- *Is it unique to cadets?*
- *Should it be the Ut Prosim Imperative?*
- *Is that the role we should be claiming?*

Reflection #6: Virginia Tech Beyond Boundaries



Beyond Boundaries and Strategic Planning

- *Move from Beyond Boundaries vision for 2047 to Implementation Strategy for 2018-2047*
- *Actualize Virginia Tech's potential by ensuring:*
 - *Clarity of Vision (What)*
 - *Justification for Vision (Why)*
 - *Strategy for Achieving Goals, Metrics and Accountability (Who and How)*

Strategic Planning Process

- ☐ *Review of Prior Campus and Diversity Strategic Plans (2001, 2006, 2012)*
- ☐ *Review of Beyond Boundaries Vision*
- ☐ *Review of Beyond Boundaries White Papers*
- ☐ *Review of Key Initiatives*

Review of Key Initiatives

- ☐ *Destination Areas*
- ☐ *Experiential Learning*
- ☐ *Pathways Curriculum*
- ☐ *InclusiveVT*
- ☐ *Enrollment Growth*
- ☐ *Partnership for Incentive-based Budget*
- ☐ *Master Plan*
- ☐ *North Capital Region*
- ☐ *Roanoke and Health, Science, and Technology Initiative*

Challenges and Opportunities

- ☐ *Alignment of Current Initiatives to Strategic Planning*
- ☐ *Integration of Diversity Strategic Plans*
- ☐ *Engagement with College Strategic Plans*
- ☐ *Feasibility Assessment*
- ☐ *Physical Infrastructure*
- ☐ *Financial Capacity*
- ☐ *Technology Readiness*
- ☐ *Personnel and Talent*
- ☐ *Managing Risks*
- ☐ *Continuous Planning and Assessment*

Core Value Statement Integration

- *Pylons*
- *Aspirations for Student Learning*
- *Principles of Community*
- *VT Mission Statement*
- *VT Statement of Purpose*

Core Value Statement Integration - Pylons

- *Brotherhood*
- *Duty*
- *Honor*
- *Leadership*
- *Loyalty*
- *Sacrifice*
- *Service*
- *Ut Prosim (that I may serve).*

Core Value Statement Integration - Aspirations for Student Learning

- *Curiosity*
- *Self-understanding and integrity*
- *Civility*
- *Courageous leadership*
- *Ut Prosim*

Core Value Integration - Principles of Community

- We affirm the **inherent dignity and value** of every person and strive to maintain a climate for work and learning based on **mutual respect and understanding**.
- We affirm the right of each person to **express thoughts and opinions freely**. We encourage open expression within a **climate of civility, sensitivity, and mutual respect**.
- We affirm the **value of human diversity** because it enriches our lives and the University. We **acknowledge and respect our differences while affirming our common humanity**.
- We **reject all forms of prejudice and discrimination**, including those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We **take individual and collective responsibility** for helping to eliminate bias and discrimination and **for increasing our own understanding** of these issues through education, training, and interaction with others.
- We pledge our **collective commitment** to these principles in the spirit of the Virginia Tech motto of **Ut Prosim (That I May Serve)**.

Core Value Integration: Mission and Statement of Purpose

Mission:

Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.(2006)

Statement of Purpose:

Virginia Tech is a high-performing research university with a world-view that advances the land-grant values of discovery, learning, and outreach. We serve and engage the citizens of the Commonwealth of Virginia, the nation, and the world. We attract motivated, high-achieving students, staff, and faculty who excel in an academically energized, technologically creative, and culturally inclusive learning community. Our bold spirit, climate of innovation and service, open boundaries of study and research, and entrepreneurial approach positively transform lives and communities.

Proposed Vision and Mission for the Office for Strategic Affairs:

- *Vision: A sustainable Virginia Tech committed to Ut Prosim*
- *Mission: To guide continuous and strategic planning that achieves measurable goals ensuring a sustainable Virginia Tech committed to Ut Prosim*

Reflection #7: Virginia (Old Dominion)

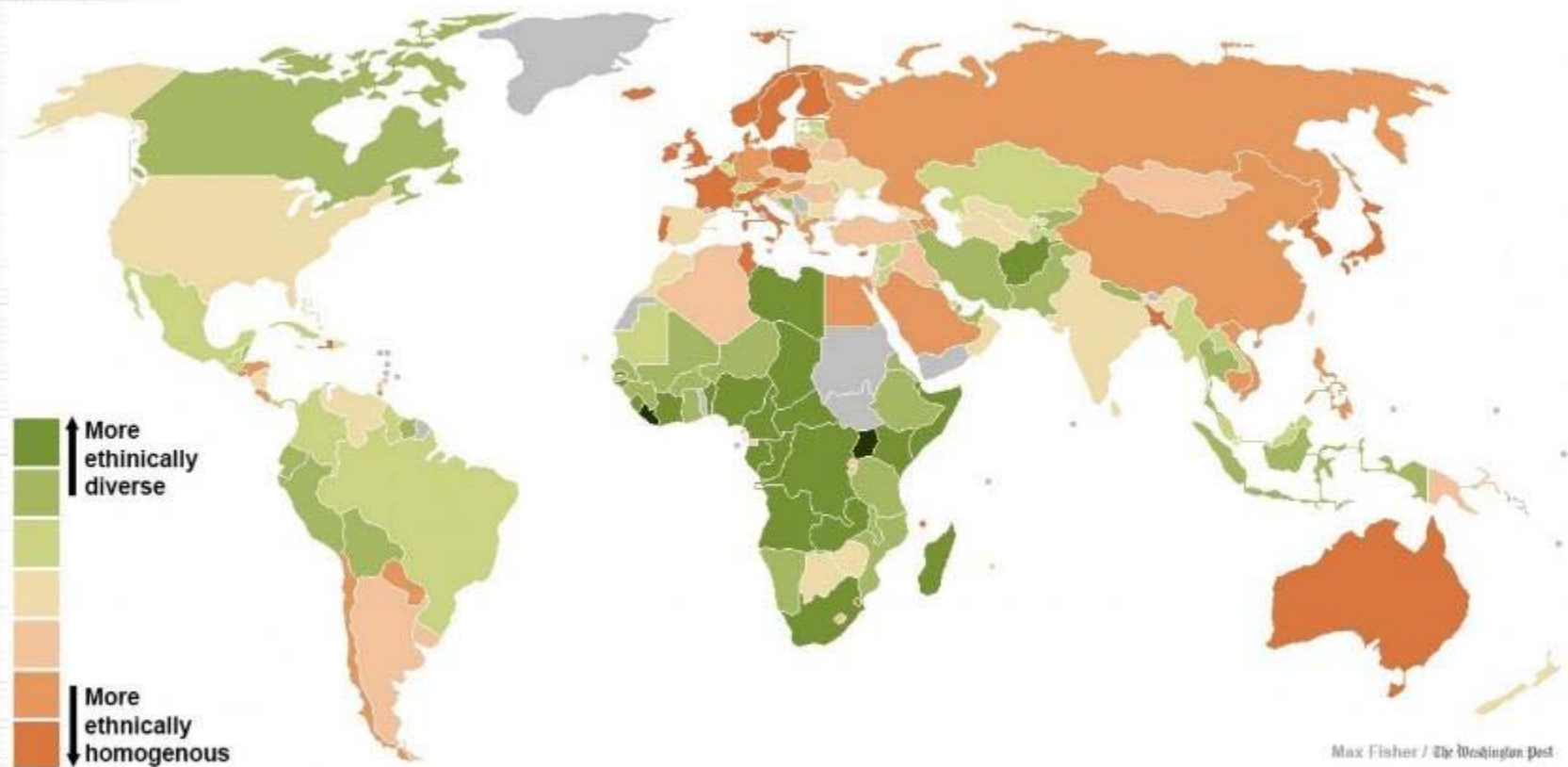


Beyond Boundaries Vision

*“Virginia Tech must
**reflect the world in which
students live and work;
differentiate itself with unique
value and personalized
education;
be sustainable, adaptable, and
reflexive” (Progress Report)***

A revealing map of the world's most and least ethnically diverse countries, 2013

https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/?utm_term=.f9651177d69d

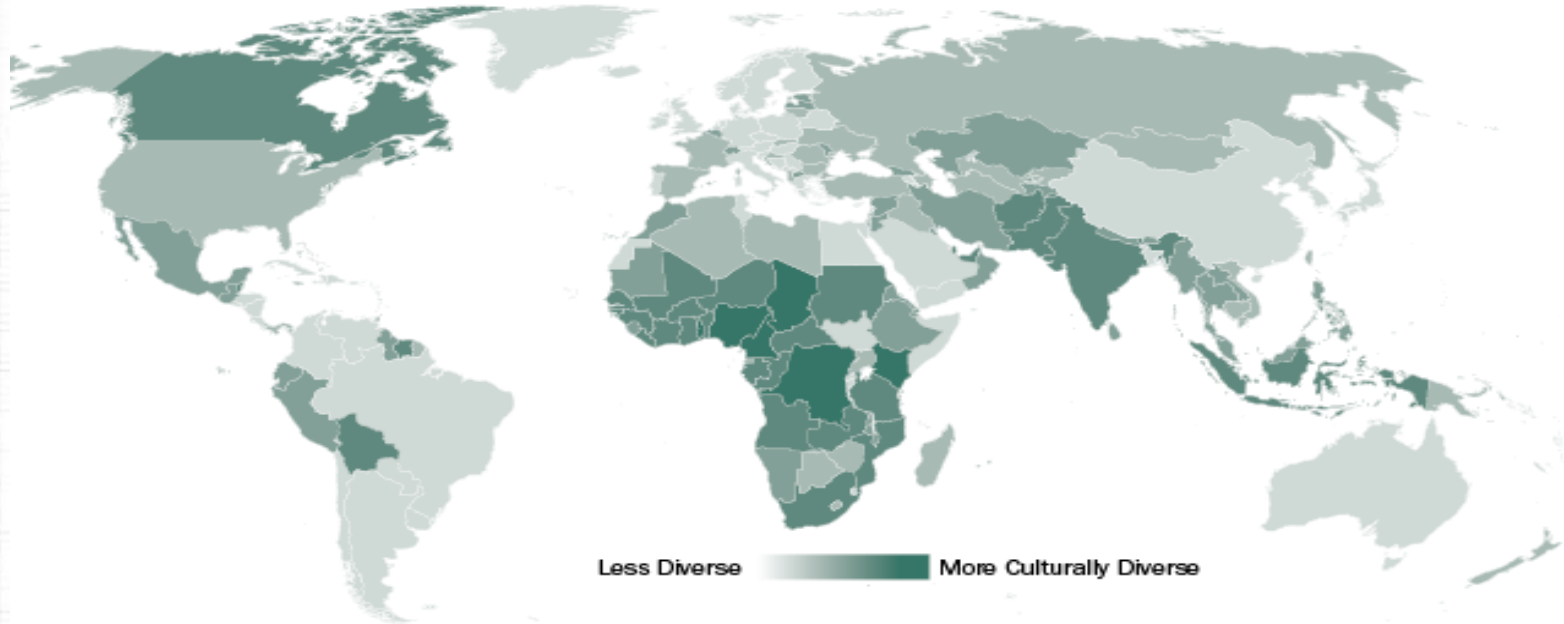


Cultural Diversity: Race/Ethnicity and Language

<http://www.pewresearch.org/fact-tank/2013/07/18/the-most-and-least-culturally-diverse-countries-in-the-world/>

Cultural Diversity Around the World

The countries with the most and least cultural diversity



Based on Table A1 in "Economic Effects of Domestic and Neighboring Countries' Cultural Diversity" by Erkan Goren.
Center for Transnational Studies, University of Bremen Working Paper No. 16/2013

PEW RESEARCH CENTER

Fast Facts: Virginia's Growing Diversity

What We Can Learn from Virginia's Demographic Changes.

October 2011 www.americanprogress.org

*“In order to understand how demographic change will affect our politics and policy, we need to learn from the **places that are in the vanguard of our demographic transition.***

Virginia is a prime example of such a place.

Virginia's population changes and state's demographic shift is a microcosmic glimpse of what our nation will soon experience.”

Virginia as an Outlier

- *“As our nation moves closer to becoming a country with no racial or ethnic majority, there are a handful of communities that are already experiencing this shift.”*
- *“These communities hold invaluable wisdom about how these population changes affect community members, as well as the opportunities and challenges offered by policy initiatives developed in response to these changes.”*
- **“Virginia --as the first location chosen for roundtables -- is an instructive example of how a community can embrace diversity as one of its greatest assets.”** www.americanprogress.org

Fast Facts: Virginia's Growing Diversity

What We Can Learn from Virginia's Demographic Changes.

October 2011 - www.americanprogress.org

- **Residents of color:**

*Residents of color account for three of every four new Virginia residents (701,696 people or **76 percent**) since 2000.*

*New white residents (220,813 people or **24 percent**) in the same period.*

Fast Facts: Virginia's Growing Diversity

What We Can Learn from Virginia's Demographic Changes.

October 2011 www.americanprogress.org

- **Foreign born.**
- **One in every 10 residents is foreign born, with the majority hailing from Asia (40 percent) or Latin America (36 percent).**
- *In the past decade alone, the state's Asian residents grew by 220,000 and its Latino population grew by 300,000.*
- *There are almost 100 languages other than English spoken in homes across Virginia, with Spanish, Korean, Chinese, Vietnamese, and Tagalog among the most popular languages.*

Fast Facts: Virginia's Growing Diversity

What We Can Learn from Virginia's Demographic Changes.

October 2011 www.americanprogress.org

- **Demographic trends:**

In the past three years,

- *19 percent of Virginia's births were African American*
- *12 percent were Hispanic children*
- *6 percent were Asian American.*
- *The majority of the under-18 population were people of color in 22 localities in 2000, rising to 32 localities in 2010.*

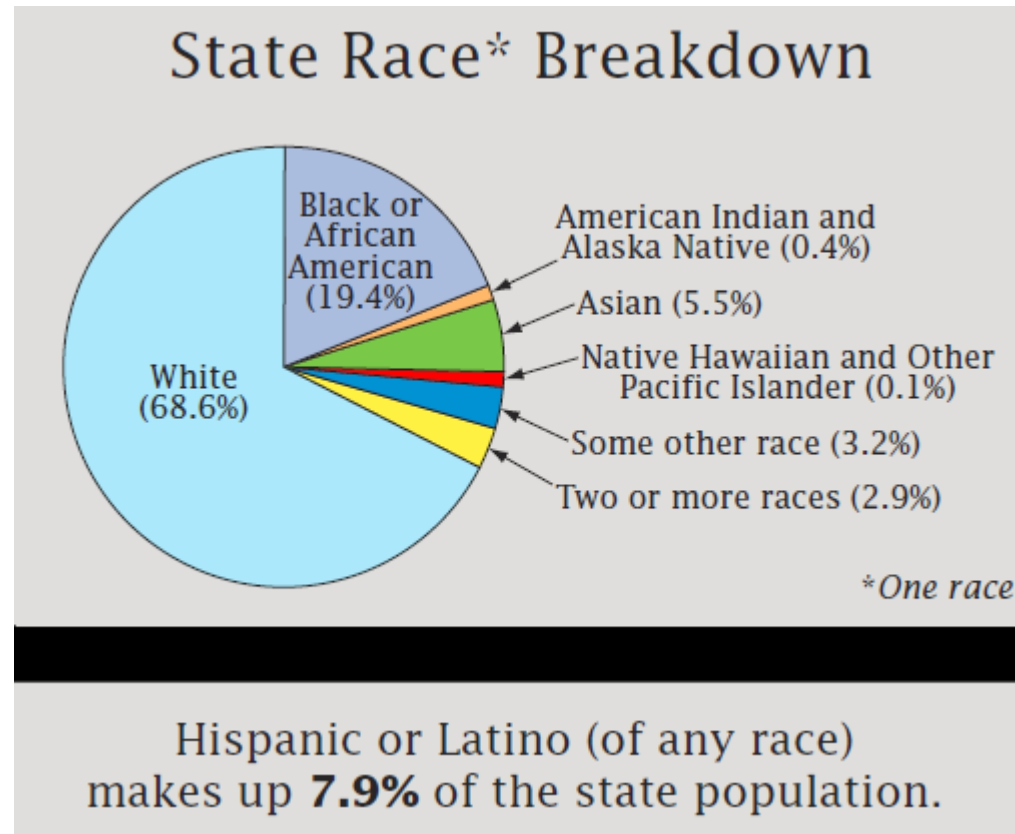
Toward 2050 in Virginia: Progress 2050 - **Northern Virginia - *A Roundtable Report on the*** ***Old Dominion's Increasing Diversity***

- **Small Business Growth:** *The percentage of small businesses owned by people of color, for example, has grown impressively between 2002 and 2007:*
- *Small businesses owned by African Americans increased by 54 percent*
- *Hispanic ownership increased by 51 percent, and*
- *Asian American ownership increased by 47 percent.*

Challenges of demographics: Geographic, Age, Race and Ethnicity - 2050 Report

- “At the same time, Virginia’s **population growth is also highly uneven across communities**. Metropolitan parts of the state, for instance, will see sharp rises among people of color while rural areas will experience more population loss due to aging and out-migration. Accordingly, residents of color are concentrated in Northern Virginia, where many of the state’s metropolitan centers are located.”
- “Such imbalance makes the overall diversity less apparent in some regions, particularly where older, white, and poorer residents predominate.”
- “Long-term challenge of a generational gap, with those who are aging and who do not identify with a more diverse younger population, **may cause some elderly Virginians to feel more reluctant to contribute to investments that lift up entire communities.**”

Virginia Population by race, 2010



Virginia Tech President Wants to Double Minority Enrollment, November 2016, Roanoke Times

- *“We need to look at the demographics of the state and try to look more like them,” Sands said.*
- *Sands said that when he talks to employers, students and faculty they all want a more diverse campus, which was the impetus for the goal.*
- *“The student experience will be a lot richer,” Sands said. “Industrial partners want to hire more students from more diverse backgrounds.”*
- *Underrepresented minority groups at Tech include students who are black, Hispanic or of Pacific Islander descent. **Currently, about 12 percent of Tech’s students are in that category. Sands said he wants that to be increased to 25 percent by 2022.***

2017 Profile of Freshmen Class

- *White* 66.6%
- *International* 7.1%
- *Asian* 9.2%
- *Hispanics of any race* 6.1%
- *Black or African American* 3.9%
- *Native Hawaiian* 0.1%
- *American Indian/Alaskan Native* .01%
- *(Underserved populations: First Generation, Pell-eligible, veterans)*

The Imperative

- *Land-grant Imperative: Access and Opportunity for underrepresented and underserved populations in the nation*
- *Business Imperative: Diversity in the workforce fosters innovation and competitiveness in business. In a Forbes survey, [85 percent](#) of respondents said diversity is crucial for their businesses, and approximately [75 percent](#) indicated that their companies will put more focus during the next three years to leverage diversity to achieve their business goals*
- *VT needs to be a destination for the recruitment of a diverse workforce*
- *VT needs to be a destination for preparing leaders to serve in the spirit of community, diversity, and excellence*

Virginia Tech - Can We Deliver?

Reflection #8: *It's Time to REAP*





**It's Time to REAP:
Realize
Excellence
Actualize
Potential:
InclusiveVT 2.0**

**Menah Pratt-Clarke, JD, PHD
January 12, 2016**



Transformative Change

What is a conceptual and applied model that can be used to inform strategies which increase the likelihood of success in implementing **transformative change** around diversity and inclusion? The Transdisciplinary Applied Social Justice model

The Problem of Praxis


- 
- People
 - Philosophy
 - Process
 - Practices
 - Policies
 - Perceptions
 - Politics
 - Power
 - Physics

Physics and Universities

- Universities are **large masses with inertia**
- They **resists change and acceleration**
- The **larger** a university (and the longer its history), **the greater its resistance** to change
- **Unbalanced forces** are required to create change and acceleration
- An unbalanced force must be of a **different magnitude and in the opposite direction**

Social Movements

- Social movements are unbalanced forces
- They move society from inertia and equilibrium to **motion, movement, acceleration and change**
- Social movements in America:
 - Civil Rights Movements and Legislation
 - Affirmative Action
 - Disability Rights
 - Women's Rights
 - Veteran's Rights
 - LGBTQ Rights
 - Black Lives Matter



Diversity Strategies

- ▶ Should reflect **an understanding of power**
- ▶ Should include initiatives that involve:
 - ▶ **unbalanced forces**
 - ▶ **external forces**
 - ▶ **nonconservative forces**
- ▶ Should cause **displacements**
- ▶ Should cause **accelerations**
- ▶ Should **change the existing state of affairs and status quo**
- ▶ Should **have velocity**

Two years later.....

Office for Inclusion and Diversity, January 3, 2018 Retreat

- Proposed Vision Statement: A just and inclusive community*
- Proposed Mission: To serve as a catalyst for capacity building to promote a just and inclusive community through InclusiveVT*

InclusiveVT Defined

- *InclusiveVT is the institutional and individual commitment to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence*

Four InclusiveVT institutional goals

- **1. Institutionalization:** *Institutionalizing structures to promote accountability and sustainable transformation*
- **2. Representational Diversity:** *Increasing faculty, staff, and student diversity*
- **3. Inclusive Climate:** *Ensuring a welcoming, affirming, safe, and accessible campus climate*
- **4. Academic Mission:** *Preparing students for leadership and service (consistent with Ut Prosim) through an understanding of issues of identity, the human condition, and life chances*

Goal 1: Institutionalizing structures

- *President's INCLUSIVEVT Executive Council*
- *Office for Inclusion and Diversity*
- *Diversity Committees and Diversity Plans*
- *InclusiveVT Representatives*
- *ADVANCE InclusiveVT Faculty Committee*
- *Caucuses and Alliances*
- *Commission on Equal Opportunity and Diversity*
- *Cultural and Community Centers*
- *Equity and Accessibility*

Goal 2: Increasing faculty, staff, and student diversity

- *Project 2022*
 - *New: Black College Institute Summer Program*
 - *New ExploreVT Summer Experience*
 - *Hispanic College Institute*
 - *Alumni Engagement*
- *Enrollment Management*
 - *New Leadership*
 - *Admissions*
 - *College Access Collaborative*
 - *Financial Aid/Scholarships*

InclusiveVT Faculty Diversity Program

- *Target of Talent Program*
- *Director of Faculty Diversity Recruitment*
- *Required Search Process Education*
 - *DiversityEdu - Unconscious Bias Search Committee*
 - *Equity and Accessibility Search Committee*
 - *Search Chair and Diversity Advocate*
 - *Developing AP/Staff Diversity Strategy*

Goal 3: Ensuring a welcoming, affirming, safe, and accessible campus climate

- DiversityEdu
 - Online course required for all students
- Campus and College Programming
- InclusiveVT Representatives
- InclusiveVT Student Representatives
- LGBTQ Climate Survey
- Veterans and Persons with Disabilities Initiatives
- Cultural and Community Centers, Caucuses
- Gender@VT

Goal 4: Academic Mission

- *Pathways Core Learning Area: Critical Analysis of Identity and Equity in the United States: 3 credit hours - required for all VT students*
- *Advancing the Human Condition Symposium in Equity and Social Disparity in the Human Condition Strategic Growth Area*
- *Explore the ways in which issues of identity, equity, and social disparity impact multiple academic disciplines, fields of study, and areas of inquiry*

Reflection #9: *Eat Your Peas*



“The Year in ‘Diversity Fatigue,’ New Yorker, December 26, 2017 article

- *Institutions that conceptually and theoretically supported efforts to create a more diverse American workforce, realized that “actually doing that, by recruiting and nurturing minority talent, was hard, often exhausting, work.”*
- “Diversity fatigue” described the stress that managers felt when tasked with realizing these goals.
- “People are willing to be tolerant,” they wrote, “but past a certain point it feels like being ordered to eat the peas.”

“Being Ordered to Eat the Peas?”

- Season 9, Episode 2, Good Eats TV Show with Alton Brown
- **Give Peas a Chance**
- *Alton Brown is called to a normal, suburban house one night to "treat" a boy who, having been told that he can't leave the table until he eats his peas, hasn't left the table for a very long time.*



What's up with peas?

- *Not On Any List:*
 - *The most consumed vegetables in the USA*
 - *Top 30 most consumed vegetables in the USA*
 - *The list of the top 20 vegetables for 20 years*
- *The top five vegetables (tomatoes, potatoes, mushrooms, lettuce, carrots) have remained almost the same for the past 20 years (1995-2013)*

Peas are the outliers!



“Being ordered to eat your peas” and the Ut Prosim Imperative

“Virginia Tech **must** reflect the world in which students live and work, **differentiate itself** with unique value and personalized education; **be sustainable, adaptable, and reflexive**”

- Can we distinguish Virginia Tech through The Ut Prosim Imperative?

History and Meaning of Ut - Latin dictionary

- *“Jussive and optative sentences were often followed by some adverbial ut(i), originally meaning “in some way”*
- **Ut: “that, so that, to, in order to, in order that”**

Meaning of Prosim

- *Prosim* comes from *prosum*, *prodesse*, *profui*, which means literally **"to be in front of."**
- *pro*, or "in front of," may connote defense, protection, benefit, substitution, etc.
- Thus, we have as possible translations for *prodesse*:
 - **"to be for the benefit of,"**
 - **"to be at the service of,"**
 - **"to be useful to," etc.**

Ut Prosim Imperative

- *“So that I may be in front of and in service to humanity”*

Being in Front - Being an Outlier

- Young entrepreneur Ben Casnocha, in his recent memoir, *My Start-Up Life*, offers advice:
- "Expose yourself to as much randomness as possible.
- Attend conferences no one else [in your field] is attending.
- Read books no one else is reading.
- Talk to people no one else is talking to."

Corps of Cadets Transformation

- *1000 students*
- *The purpose of each cadet is to:*
 - *Make our communities better;*
 - *Make our country stronger; and*
 - *Make the world a better place to live and grow.*
- *The Corps of Cadets is a 24-hour-per-day, 7-days-per-week leadership laboratory.*

The Virginia Tech Difference: The Ut Prosim Imperative

- *Our motto prevents our students from choosing who to work with, who to befriend, who to serve, who to support, who to help, who to work with*
- *Our motto requires that our students are prepared to work with anyone and everyone, no matter their background, identity, culture, lifestyle, perspectives, beliefs, and values.*

The Virginia Tech Difference and Ut Prosim Imperative

- Can VT create a structure that encourages a unique way of leading, consistent with Ut Prosim, for all students?*
- How do we facilitate students moving outside their “safe spaces” of comfort and their high school alumni networks?*
- How do we help students to form more friendships across differences in “stretch” spaces that are initially uncomfortable?*
- How do we capitalize upon the opportunities presented by the residence hall experience to ensure that it is truly transformational in terms of personal relationships and friendships?*
- How do we become intentional in both the curricular and co-curricular experience that we can say we create Hokies - students who can lead in the area of being communities across difference, as well as their academic discipline?*

Critical Elements of an Ut Prosim Imperative

- *Commitment to a clear and compelling vision*
- *The UT Prosim Imperative Is:*
- *The Ut Prosim Imperative Means:*
- *The Ut Prosim Imperative Outcomes Are:*

Critical Elements of an Ut Prosim Imperative

- *Clarity of Values and Value Statements*
 - *Pylons*
 - *Aspirations*
 - *Principles of Community*
 - *Mission*
 - *Vision*

Critical Elements of an Ut Prosim Imperative

- *Diversity*
 - *Across identities*
 - *Salience and complexity of race and identity*
 - *Salience and complexity of gender and sex*
 - *Complexity of religion*
 - *Complexity of disability*
 - *Complexity of veteran experience*
 - *Complexity of gender orientation and identity*
 - *Complexity of political views*
 - *Complexity of international experiences*
 - *Complexity of economic status*

Critical Elements of an Ut Prosim Imperative

- *Integrated Curricular and Co-Curricular Programming*
 - *Recruitment*
 - *Orientation*
 - *First year Experience*
 - *On-boarding of faculty/staff*
 - *Student Affairs*
 - *Academic Affairs*
 - *Colleges*
 - *Administrative Units*
 - *Effective Training*
 - *Experiential Learning*
 - *High-level of diversity competency across the institution*

Beyond Boundaries - The VT Difference

- *The Ut Prosim Imperative at Virginia Tech*

Bringing together diverse students from various race, ethnic, religious, political, economic and geographic backgrounds and providing experiences that enable them to become leaders in promoting a just and inclusive society.

Reflection #10 Atlas Mountains



No choice - “Asthmatique”



Guiding in front



Prepared to Catch



Success - Master Leader and Guide



Building Bridges across Boundaries - Virginia Tech - Developing leaders and guides who advance humanity through The Ut Prosim Imperative (“So that I may be in front of and in service to humanity”)

